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AUTHOR Monroe, Sarah D.; And Others
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ABSTRACT

This manual is designed to assist those helping professionals responsible for developing consumer education programs for older adults on the topic of food purchasing and costs. In a modular presentation format, the materials focus on the following areas of concern: (1) information on food buying; (2) planning the food budget; (3) shopping for good nutrition; (4) guidelines for buying food; and (5) money-saving tips. Workshop guidelines, a program checklist, learning objectives, a facilitator's guide, supplemental materials such as puzzles and transparency masters, and references are also provided. (HLM)

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STRETCHING YOUR FOOD DOLLAR

A LEARNING MODULE DEVELOPED BY

Sarah D. Monroe

Ruth D. Harris

Betty C. Harrison

Consumer Education For Older Persons Project

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STRETCHING YOUR FOOD DOLLAR

PROJECT STAFF

Dr. E. Thomas Garman, Co-Director
Associate Professor
Management, Housing and Family Development
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Dr. Ruth D. Harris, Co-Director
Director of Family Resources
Extension Division
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Dr. George A. Hughston, Co-Director
Assistant Professor
Management, Housing and Family Development
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Dr. Betty C. Harrison, Consultant
Assistant Professor
Home Economics Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Mr. Fred E. Waddell, Research Associate
Management, Housing and Family Development
College of Home Economics
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Miss Sarah D. Monroe, Research Assistant
Vocational-Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Miss Ruth A. Harry, Research Assistant
Management, Housing and Family Development
College of Home Economics
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Mrs. Gail F. Heikkenen, Secretary
Wallace Hall
Management, Housing and Family Development
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

ADVISORY COMMITTEE

Dr. Greg Arling, Educational Planner
Office on Aging
Commonwealth of Virginia
Richmond, Virginia

Dr. John N. Edwards, Associate Professor
Director of Graduate Studies
Department of Sociology
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Mrs. Jean Goad, Assistant State Supervisor
Home Economics Education
Commonwealth of Virginia
Roanoke, Virginia

Mr. Howard R. Gray, Assistant Professor
Department of Recreation
Radford College
Radford, Virginia

Miss Ethel L. Grubbs, Extension Specialist
Family Resources
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Miss Beth C. Jordan, Professor Emeritus
Home Economics Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Dr. Leroy Miles, Assistant Professor
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Mr. Patrick O'Connor, Coordinator
Merchandise Management
Division of Business and Public Service Technologies
New River Community College
Dublin, Virginia

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I. INTRODUCTION

The project, funded by the U.S. Office of Education, focuses upon the development of low-cost consumer education and financial counseling materials to be used by paraprofessionals in leading group educational discussions on topics of particular concern to older people in different settings.

Consumer education and information efforts too often overlook this very special population. The immediate consumer problems and longer term financial needs of those nearing retirement and those already retired are particularly unique, and older persons can use special help on the topic of purchasing food, a major necessity.

A. WHAT THE MODULE IS AND WHAT IT CONTAINS

A module format is used. This means that these materials are self-contained leadership presentation units. The necessary background information on the topic is contained for the leader in addition to presentation plans for leading groups of older learners. Also included are slide/tape materials and "User Guides" to assist the leader in making more effective presentation(s) to the audience.

The leadership presentation unit is on the subject of Stretching Your Food Dollar. It is designed to be used with the accompanying slide package and "User Guide." It also can be used without these materials. However, the presentation will likely be more effective by using the slide/tape materials and "User Guide."

The "User Guide" is an easily photocopied or duplicated one-page sheet which is designed to (1) gain and retain the interest and participation of those attending the session and, (2) provide some helpful hints in selecting and purchasing food. It can be given to those attending a group discussion on the topic of "Stretching Your Food Dollar." If time permits, or if you so desire, additional materials such as puzzles and transparency masters are supplied to supplement your lessons on food buying.

The "Slide/Tape" presentation is a series of descriptive slides and a cassette tape to help you, as the group leader, to more graphically present the information and helpful hints on purchasing foods. It is designed to gain the attention and interest of the audience on the topic of "Stretching Your Food Dollar."

The more familiar you are with the topic of "Stretching Your Food Dollar," the entire module, the more comfortable you will be in making a presentation on the topic and in handling any questions that are raised. The unit can be used alone as a single session, as a two-part session, and/or together with other units as a comprehensive treatment of consumer financial problems.

B. HOW TO USE IT

Effective use of the module can occur in one or more sessions with a group of older persons. The slide/tape presentation can be used to gain the attention of the audience and visually illustrate some of the concepts of shopping wisely for nutritious foods. The group leader then, of course, has the opportunity to interact with the audience in achieving the learning objectives on selecting and purchasing foods (see Page 9). The "User Guide" then can be used to assist in more effectively achieving those objectives by having the audience record on it during the session in addition to taking it home with them.

C. SINGLE SESSION OR TWO SESSIONS APPROACH?

Bearing in mind the physical constraints of older persons, this module has been developed so that it can be used in a single session of about 30 minutes duration, or two sessions on the same topic lasting 30 minutes each (one hour total). Your task is simpler if you know in advance how much time your particular group of older learners would like to spend on the topic of "Stretching Your Food Dollar." For example, if you know that the group prefers only one meeting on this topic, then you can use the Single Session Presentation Plan" included in this module to guide you through the presentation. If, instead, they prefer two sessions on the topic, then refer to the ingle Session and Second Session Presentation Plans as your guide. In the latter, you simply continue the presentation beyond the first session, covering those topics that you were unable to include earlier.

Another distinct possibility is that your group of older learners may decide that they would like to have another session on the topic. This sometimes occurs at the conclusion of a first session which was both stimulating and interesting. In this case, you may decide to invite a guest speaker to provide additional information on nutrition, meal planning and/or grocery shopping not covered during the initial session.

II. HOW TO USE THE MODULE

A. BASIC CONSIDERATIONS

Since the program is designed for older adults, it would be helpful to keep in mind some ideas about how older persons can be motivated to learn. Suggestions are given which may be helpful in "turning them on" about educational presentation.

There is a need today in the educational process to place a much greater emphasis upon feelings. Our educational, scientific, and objective culture has played up the intellect and played down the expression of feelings. In Consumer Education the purpose is not to dispense information, not merely to intellectualize about consumer problems and concerns, but to act upon that information in the marketplace. And people act, not according to what they know, but according to how they feel about what they know. This is the source of human motivation and of changing ineffective consumer attitudes and habits.

As the session planner, you should be aware that older consumers may:

1. Be on extremely limited incomes
2. Have physical and cognitive impairments
3. Have little education
4. Have other constraints such as a prevailing sense of insecurity
5. Lack confidence
6. Have uncertainty in their role as consumers in an increasingly complex and unfamiliar marketplace

Your success as the planner and leader depends in large measure on your ability to inspire self-confidence in these older learners. Several means for accomplishing this are:

1. Remind them that they have already COPED with a great many consumer and financial crises over their lives, including a major depression, and that this has given them both the knowledge and skills, as well as the courage to enable them to COPE again. Try to create a learning climate for them.

2. Provide a climate so that they will learn from each other through sharing ideas during discussion. You are going to reawaken the knowledge and skills that your group of older consumers already have, and give them the chance to share them with others. Thus, your audience become both learners and teachers as they share experiences and through your skill as discussion leader lessons can be learned from past experiences and reused today in other situations.

B. ENCOURAGING PARTICIPATION

1. Older consumers are not likely to flock to your consumer education session(s). Many will not even understand what you mean by "consumer education." Thus, you will attract many more older persons by focusing on a specific problem topic such as "How to Get More for Your Money at the Grocery Store," rather than a course on "consumer education" or "purchasing food."

2. It will take considerable imagination and hard work to reach the older persons who need and who will benefit most from the session. Successful attendance is helped by "one-on-one" or personal contacts, including a reminder the day before the session.

3. Your sessions should be provided in a location that is both accessible and convenient to the older persons that you are trying to reach.

4. Sessions should be provided in a location that is safe, during the daytime, and comfortable.

5. You may have to help arrange transportation for them.

6. Use the "Program Checklist" provided on Pages 7 and 8 as a guide for making the arrangements.

C. OLDER PERSONS AS LEARNERS

1. Since older persons do not like a formal classroom atmosphere, every effort must be made to provide as informal a setting as possible. If the sessions can be combined with an opportunity for socializing, so much the better.

2. The session must be planned to:
   a. be short, fast moving--don't remain too long on a given approach, such as slides, talk, etc.
   b. provide ample opportunity for participation of those present.
   c. provide for flexibility in case the group shows signs of tiredness or boredom.

3. Older persons have considerable experience upon which to build. Your success and resourcefulness as an educational leader will be determined by how skillfully you are able to "tap that experience" and enable them to "learn from each other." Make them part of the teaching process, not just passive recipients of information.

4. Many older persons attend such sessions with a particular problem in mind. Thus, the leader must be flexible enough to allow those problems to be aired and to use them as a basis for discussion of the topic wherever possible. People learn by doing,

particularly older persons. Therefore, use realistic problems and concerns.

5. Look for ways to be imaginative and creative in generating interest in and participation of older persons and to encourage their continued interest in the topic after the initial session has ended. Remember, if you have highly interested and motivated those attending, they will, on their own initiative, often try to learn more about the topic and to apply the information to their daily lives.

6. The learning process for older persons is much slower than for others. They may have a physical condition, such as arthritis, cataracts, or hearing problems which prevent them from responding as quickly as you would like them to. Pacing of information given and responses received, answering questions, filling out forms, etc., will be much slower.

7. Do not appear condescending or patronizing. Remember that while older people may respond much more slowly than others, they are more deliberate and many have maintained their mental agility and keenness over the years.

8. Make it fun. Remember, they have earned the right to live as they please at this time in their lives. They will learn--if they want to--and you can't teach them unless they want to learn.

9. Any testing should be self testing, and they must be assured that they are not being "evaluated" or "tested" in which they might reveal public ignorance of a topic or the ability to write.

D. GENERAL SUGGESTIONS FOR LEADING THE DISCUSSION

1. The most important factor in obtaining spontaneity and participation is your ability as a session leader to generate "trust" within specific groups of older persons. They will not participate unless they feel at ease.

2. Before older people will listen, they first must be listened to.

3. Older persons often have hearing problems. Therefore, the discussion leader may at some point ask the group to speak louder even if the room does have good acoustics.

4. When asking about a personal experience, ask them to include not only what happened, but how they felt about what happened.

5. This educational module includes a series of lead or pump priming questions. Do not feel bound to use them all; however, stay with any lead question that has created the spontaneity and response which seems to be self-perpetuating and productive on the topic.

6. While trying to evoke problems, concerns, obstacles, uncertainties and fears of participants, discourage counter-productive bitterness, criticism, moralizing, sermonizing, intellectualizing, and advice giving, and going off on tangents not related to the topic.

7. Be very alert to the faces of participants; hold down those who would monopolize the discussion, while looking for an opening or spark of interest to involve those who have been silent. However, one should never be forced to share or participate.

8. Be alert to look for "bridges" or means of relating personal stories and anecdotes to the topic under consideration.

9. "Art of Weaving." Pick up a thread for the next point from something said on a prior point stated in the group. Timing is important here; move it along without rushing it.

10. "Trust the Group." Value spontaneity--trust a deep-centered desire for most older persons to actively participate if given the chance.

III. PROGRAM CHECKLIST

This "Program Checklist" is provided to help you plan the scheduling, site location, publicity, transportation, and other arrangements for the session. Some of these suggestions may not be applicable to your particular group setting, so ignore those that do not apply.

	Check One	
	Yes	No
A. Scheduling:		
1. Did you check the local community schedule of activities and your own agency's calendar in order to avoid conflicts of dates?	___	___
2. Have you selected the date, the program topic, and estimated the size of the group?	___	___
B. Site Location:		
1. Is the place (meeting site) in an area that is safe, easily accessible, with convenient parking facilities?	___	___
2. Do those who will attend the program clearly understand the date, time, place, and the room where the program will be offered? (Including clear directions, a map, and signs inside the building?)	___	___
3. Is the selected room large enough without being too large?	___	___
4. Is the room comfortable (heated in winter, cooled in summer?)	___	___
5. Is the meeting room private and away from the noise of other possible activities?	___	___
6. Has seating been arranged before the meeting to accommodate the expected number of persons?	___	___
7. Have necessary arrangements been made and confirmed with janitorial or custodial services to ensure that the building and room will be unlocked, heat or air conditioning turned on, and for locking up afterward?	___	___
C. Publicity:		
1. Contact local newspapers. The society page is usually the easiest and best place to obtain publicity at no cost. Have the press release hand carried to the editor for best results.	___	___
2. Have announcements of the program been placed in local newspapers well in advance of the program and again within a week of the program as a reminder?	___	___
3. Have announcements of the program been placed in appropriate newsletters or other notices mailed to members or clients?	___	___
4. If any problems arise while at the program, do you know the name and telephone number of the appropriate person to contact?	___	___

D. Registration:

1. Have participants been registered in advance identifying their name, address, and telephone number? ___ ___
2. If you plan to use name badges, have these been prepared in advance and additional badges made available for those who register at the program? ___ ___
3. Should someone become ill or injured, are you thoroughly familiar with the location of the closest hospital and the best route to this hospital? ___ ___
4. Do you have the number of emergency ambulance or rescue squad service? ___ ___

E. Transportation:

1. Would the local transportation company be willing to provide transportation for participants? ___ ___
2. Are buses available from the local public school system or churches for transportation of your group? ___ ___
3. Are other transportation facilities available from the local senior citizen center or other agencies? ___ ___
4. Is renting a bus desirable and/or possible? ___ ___

F. Hospitality:

1. Are refreshments available before or after the program? ___ ___
2. Has ample time been provided for refreshments and socializing? ___ ___
3. Are the refreshments simple and easy to serve? ___ ___
4. If refreshments require the use of kitchen facilities, are such facilities available? ___ ___
5. Has someone volunteered to help with refreshments and hospitality? ___ ___

G. Equipment and Materials:

1. Is the room so large that a microphone will be necessary? If so, has one been provided and tested beforehand? ___ ___
2. Are enough user guides available for all of the participants expected? ___ ___
3. Have you arranged for previewing the slides and tapes? ___ ___

H. Day of Program:

1. Have one or more persons been assigned to greet persons at the door? ___ ___
2. Have participants been thanked at the end of the program? ___ ___

IV. LEARNING OBJECTIVES

The participants should be able to:

1. Plan more effectively for nutritious, economical, and satisfying food purchases.

2. Cite information about buying foods such as labels, grades, and qualities of foods.

3. Implement food budgeting information in order to stretch the food dollar.

V. BACKGROUND INFORMATION ON FOOD BUYING

Stretching the food dollar poses a challenge for older persons as they often have many problems related to food purchasing and consumption. Not only do older persons have to plan the food budget from a small, fixed income, but often they are also plagued by immobility that restricts grocery shopping, missing teeth, or poorly fitting dentures that make it difficult for them to eat many foods, loneliness that causes them to lose interest in eating and preparing adequate meals, and other problems that had not been encountered in the earlier years. Expenditures for food take a large portion of the total income and it is no secret that the food dollar just doesn't buy what it used to. Stretching the food dollar for elderly persons involves more than consumer dollars. It includes purchasing foods of suitable quality and adequate nutritional value. This can be accomplished only by careful planning of food expenditures. Much consideration must be given to the planning and some of the more important considerations will be dealt with in subsequent sections of this module.

Older persons need to realize that eating the right foods is just as important in later life as it was when they were younger and that even though their bodies seem to need less food than they once did, they still need to eat a balanced diet. We should remember that food and nutrition provide the basis of good health. It effects not only how the body functions, but how a person looks and feels. It is for these reasons that buying food should begin with the planning of a balanced diet. Once the nutritional considerations are taken care of, then the bargain hunting and comparison shopping can take place.

Many older Americans are fortunate enough to have the opportunity to take advantage of special nutrition programs that supply them with at least five hot meals a week. These programs, such as "Meals on Wheels," are a provision of Title VII of the Older Americans Act of 1972, and are designed to serve elderly persons who cannot afford or are unable to prepare adequate meals. Those that are served by this program, because they have more information about food purchasing, are relieved of many of the cares of purchasing food and also have the opportunity to socialize with friends when these meals are served. The program does contribute to solutions for many of the food related problems of older persons, BUT there are many, many elderly persons who are not eligible or do not have access to these programs. It is for these people that we need to consider other ways of stretching the food dollar.

VI. PLANNING FOR FOOD PURCHASES

Several different kinds of information are needed to actually stretch the food dollar. Information about planning for shopping is the first type needed. There are also certain basic considerations such as income and nutrition in addition to the many individual factors and personal preferences that affect planning.

A. The Food Budget

The logical place to start planning food expenditures is by determining the approximate amount of the monthly income that will be allocated for food. Since food prices change so rapidly, it is meaningless to give an exact percentage of the income that is normally spent for food. We can note that in 1972, 16% of disposable income was spent for food, and that in 1976, an elderly couple on a moderate cost food plan, was spending approximately $32.00 a week for food. These figures can give us some idea of the size of the food budget, but this requires individual determination. More importantly, we should plan so that foods for a balanced diet can be easily purchased with the amount that is set aside, no matter what the dollar figure.

B. Planning for Good Nutrition

Nutrition is of utmost concern in old age. The top priority in planning for food purchases should be given to the nutritional value of foods. One of the ways good nutrition can be assured is by planning meals using the Basic Four Food Guide. The guide groups foods into four categories including: (1) the Milk and Milk Products Group, (2) the Meat and Meat Substitutes Group, (3) the Fruit and Vegetable Group, and, (4) the Bread and Cereal Group. Let's discuss the foods and nutrients in each of these groups and how they can be used in providing a balanced diet.

(1) The Milk and Milk Products Group - Older persons still need milk and at least 2 cups of milk should be used each day. This amount can also be fulfilled by eating 1-1/3 oz. cheese, 1-1/4 cup cottage cheese, or 1-1/2 cup ice cream in place of one cup of milk. Milk supplies the body with large amounts of calcium, protein, riboflavin, and water. It is perhaps the best source of calcium, which is essential for preservation and repair of bones and teeth, muscle contraction, and blood clotting. The water present in milk is not necessarily considered a nutrient, but is essential for elimination and to nourish the cells of the body.

(2) Meats and Meat Substitutes - Two servings of meat or meat substitutes should be eaten each day. Beef, pork, lamb, poultry, nuts, peanut butter, eggs, fish, dried beans and peas, and cheeses are found in this group. A serving from this group would be 2 to 3 oz. cooked meat, 2 eggs, 1/4 cup peanut butter, or 1 cup cooked dried beans. Meat and meat substitutes are excellent sources of protein, iron, niacin, thiamin, and riboflavin.

We tend to associate protein with meat alone since it is such an excellent source. Protein serves the body in the preservation and repair of tissue and in the formation of antibodies to fight infection. Lean meat and organ meats, such as liver and kidney, are outstanding sources of iron which is necessary for building red blood cells to carry oxygen to all parts of the body.

(3) Fruits and Vegetables - Four servings of this group should be eaten each day. One whole fresh fruit, 1/2 cup juice, or 1/2 cup cooked fruit or vegetable are considered as one serving. Fruits and vegetables are important sources of vitamins, minerals, and carbohydrates. Citrus fruits are good sources of Vitamin C in particular. This vitamin is necessary for healthy gums and skin, healing of wounds, and resistance to infection. Dark green and deep yellow fruits and vegetables have high Vitamin A content for healthy eyes, skin, and hair, and for resistance to infection.

(4) Breads and Cereal Group - Four servings of foods in this group should be eaten daily. A serving might be one slice of bread, a bowl of cereal, a biscuit or roll, a pancake, or 1/2 cup cooked rice. The B vitamins are present in this group. Vitamin B_1, called thiamin, is for digestion and a healthy nervous system. Vitamin B_2, called riboflavin, is necessary for healthy eyes, skin, and mouth, and also for the body to use the oxygen from the air. Niacin, another vitamin in the B complex, is essential for a healthy digestive tract and nervous system. Breads and cereals are high in carbohydrate and fat content. Carbohydrates are for quick energy and also provide roughage to help prevent constipation. Fats are for slow, reserve energy and are also essential for a healthy body and skin.

We have mentioned several nutrients and their uses in our discussion of the Four Basic Food Groups. This does not mean that these are the only nutrients that are important. There are numerous other vitamins, minerals, and substances that all serve a specific function in maintaining a healthy body.

Note that calories are not mentioned in our discussion of nutrients. Calories are the measurement of energy provided by foods and are not necessarily an indicator of food value. Foods that are primarily carbohydrate and fat, such as sweets, soda pop, and bacon provide only empty calories, as they have little or no nutritional value. These are the high-calorie foods to be avoided if calories are a concern to you.

Remember that foods within each of the Four Groups have similar nutrient content. This makes their use the easiest way to plan for nutritious meals. The local home economist can supply additional information on food nutrient content. Charts are available for comparison of nutrient content. Reading the label on any food item will supply information for the content of that particular item. Be sure you make good nutrition your number one goal in food shopping.

C. The Shopping List

Now that you have given some consideration to the nutrition involved in planning food purchases, you can plan what you need. Making a shopping list is a way to plan ahead for your trip to the grocery store. Preparing the list is not difficult, but it does require some thinking about the foods you will need. Before you begin your list, you will need to check the foods you have on hand. Then think about the foods you want to serve during the period for which you are shopping. It could be helpful to look at the food section and the "specials" listed in your local newspaper. If you receive grocery ads through the mail, and if they are left at your door, be sure to check them for good buys.

Be sure to consider the foods you have in the refrigerator, freezer, and storage cabinets. It is a good idea to clean them out before large shopping trips, so that you will have storage space when you arrive home with the groceries.

If you are familiar with the store layout, it is best to organize your grocery list according to the arrangement of foods in the store. Place the items that are located just inside the door as you enter the store at the top of your shopping list. Frozen foods may be placed last on the list if they are located on the last aisle in the store.

Another method that will help you to plan for shopping is to have a major shopping list on which you can simply check the products you need to purchase. The "Shopper's List" which follows is a basic list that groups types of foods and lists many of the common products in that group that you might be purchasing. To have copies made of this or a similar list would be a great time saver and convenience for older persons.

SHOPPER'S CHECK LIST

STAPLES

- ☐ Baking Chocolate
- ☐ Baking Powder
- ☐ Baking Soda
- ☐ Catsup
- ☐ Cocoa
- ☐ Coffee-Regular
- ☐ Coffee-Instant
- ☐ Cooking Oil
- ☐ Cornstarch
- ☐ Evaporated Milk
- ☐ Flavoring Extract
- ☐ Flour-All Purpose
- ☐ Flour-Cake
- ☐ Mustard
- ☐ Pepper
- ☐ Salad Dressing
- ☐ Mayonnaise
- ☐ Salt
- ☐ Shortening
- ☐ Spices
- ☐ Sugar-Brown
- ☐ Sugar-Confection
- ☐ Sugar-Regular
- ☐ Syrup
- ☐ Tea

STAPLES (cont.)

- ☐ Vinegar
- ☐ Marshmallows
- ☐ Marshmallow Cream
- ☐ Lard

PRODUCE

- ☐ Apples
- ☐ Bananas
- ☐ Cantaloupe
- ☐ Grapefruit
- ☐ Lemons
- ☐ Oranges
- ☐ Peaches
- ☐ Pears
- ☐ Pineapple
- ☐ Plums
- ☐ Strawberries
- ☐ Beans
- ☐ Broccolli
- ☐ Brussel Sprouts
- ☐ Cabbage
- ☐ Carrots
- ☐ Celery
- ☐ Corn
- ☐ Cucumbers
- ☐ Lettuce

PRODUCE (cont.)

- ☐ Onions
- ☐ Peas
- ☐ Peppers
- ☐ Potatoes
- ☐ Radishes
- ☐ Spinach
- ☐ Tomatoes
- ☐ Watermelon

CANNED FRUITS and VEGETABLES

- ☐ Applesauce
- ☐ Fruits
- ☐ Fruit Cocktail
- ☐ Fruit Juices
- ☐ Asparagus
- ☐ Beans
- ☐ Beets
- ☐ Corn
- ☐ Mixed Vegetables
- ☐ Peas
- ☐ Pumpkin
- ☐ Spinach
- ☐ Tomatoes & Sauce
- ☐ Tomato Juice
- ☐ Vegetable Juices

SHOPPER'S CHECK LIST (cont.)

BAKERY DEPARTMENT

- ☐ Bread
- ☐ Cake
- ☐ Cookies
- ☐ Rolls, Buns

FROZEN FOODS

- ☐ Fruit Juices
- ☐ Cakes, Sweets
- ☐ Fish
- ☐ Vegetables
- ☐ Mixed Vegetables
- ☐ Sauced Vegetables
- ☐ Potato Products
- ☐ Pies-Meat
- ☐ Pies
- ☐ Soup
- ☐ Berries
- ☐ Dinners
- ☐ Pizzas
- ☐ Biscuits-Rolls

MEATS

- ☐ Bacon
- ☐ Beef
- ☐ Chicken
- ☐ Fish

MEATS (cont.)

- ☐ Frankfurters
- ☐ Ground Beef
- ☐ Ham
- ☐ Lamb
- ☐ Liver
- ☐ Lunchmeat
- ☐ Pork
- ☐ Sausage
- ☐ Turkey
- ☐ Veal

DAIRY PRODUCTS

- ☐ Butter
- ☐ Cheese
- ☐ Cheese Spread
- ☐ Cream
- ☐ Cottage Cheese
- ☐ Eggs
- ☐ Margarine
- ☐ Sour Cream
- ☐ Ice Cream
- ☐ Milk

MISCELLANY

- ☐ Beans-Dried
- ☐ Macaroni
- ☐ Packaged Dinners
- ☐ Candy
- ☐ Canned Meats
- ☐ Carbonated Beverages
- ☐ Crackers
- ☐ Cereal
- ☐ Pet Food
- ☐ Fruit Gelatins
- ☐ Pudding Mixes
- ☐ Jelly or Jam
- ☐ Peanut Butter
- ☐ Pickles
- ☐ Dried Fruits
- ☐ Rice
- ☐ Spaghetti
- ☐ Noodles
- ☐ Soy Sauce
- ☐ Snacks, Chips
- ☐ Sauces
- ☐ Chocolate Syrup
- ☐ Sauer-Kraut
- ☐ Instant Items
- ☐ Nuts

VII. GENERAL GUIDELINES FOR PURCHASING FOODS

The many types, forms, varieties, and grades of foods that can be purchased cause much confusion for the shopper. The keys here to remember are: (1) to consider how the food will be used; (2) consider the time and skills you have for preparation; and, (3) consider your personal preferences. These will tell you whether to pay the extra cost for fresh foods as opposed to canned, whether to buy a prepared mix or make it yourself, etc. There are some basic tips and facts to remember to help you get the most for your money and the most satisfaction in selecting foods from each of the four groups.

A. Buying Milk and Milk Products

Milk comes in a variety of forms. The cheapest way to buy milk is in the dry form. Nonfat dry milk has less calories, is easier to store, and can be mixed in small proportions. These advantages may outweigh the difference in consistency and flavor from whole, fluid milk, but this depends largely on how the milk is to be used. Mixing half nonfat dry milk with half whole milk still cuts costs and is tasteful. Evaporated milk is less expensive than whole milk and can be used in cooking by mixing it with an equal proportion of water. Skim milk is also cheaper than whole milk. Buying milk in half gallon containers is usually cheaper than buying quarts, that is if you use a half gallon of milk before it spoils. Remember, milk and dairy products are dated. Do not purchase a container whose date has expired.

In buying cheese, processed cheese foods are the best buys and are wholesome substitutes for cheese on sandwiches and in many recipes. Cheese is cheaper if bought in block form rather than sliced or grated. Remember to compare cost per ounce of the different varieties and packages of cheese. Ice cream and other dairy products also serve as adequate substitutes for the milk you need for a balanced diet, but they can cost three times as much as the milk they replace.

B. Buying Meat and Meat Substitutes

These foods claim the biggest part of your food dollar, and stretching your food dollar depends partly on your knowledge of how to shop for meat to provide the protein requirements you need. In figuring the costs of meats, consideration is given to servings per pound. That is the key to how far the meat dollar goes. Estimates of the number of servings you get from certain cuts of meat are:

Cut of Meat	Number of Servings Per Pound
Boneless ground and stew cuts	4
Boneless steaks and roasts	3
Medium bone-in	2
Large bone-in	1

The type or cut of meat you will buy depends on how it is to be used, whether in a soup or casserole or alone. If cooked by the right method, the cheaper cuts of meat can be just as tender and tasty as the more expensive cuts. This can be a major way to stretch the meat dollar.

Confused by the different grades placed on meat? Meats labeled U. S. Choice or Prime are more expensive and usually have a higher fat content than those labeled Good or Standard, thus making them cost even more per serving. Consider these lower grades to add more protein and fewer calories to the diet.

Other shopping tips to remember in purchasing meat are to take advantage of sales if you have the freezer storage for extra meats; use fish and poultry to add variety to the meat menu, they are sometimes cheaper than beef or pork; buy meat that is in season (information on what months to buy certain foods will be given later); always comparison shop; and check the dates on meat to assure freshness.

Eggs, an important meat substitute, are labeled with various grades, too. Grading eggs is for appearance purposes only and has nothing to do with their food value. Unless you are concerned with how fried or poached eggs look, the lower grades are suitable for all purposes. To further complicate the purchase of eggs, the consumer must choose between small, medium, or large eggs. A rule to remember here is that if the price of a larger-size egg is less than 7¢ per dozen higher than the next smaller size, it is the best buy. There is also no nutritional difference between white and brown shelled eggs, but there is often a price difference. The high cholesterol content in eggs has been of recent concern to many elderly persons. Check with your doctor to see if he feels you should restrict your intake of high cholesterol foods such as eggs.

Other meat substitutes such as nuts, peanut butter, and dried beans and peas can be cost cutters, too. Meatless meals can be planned that are thrifty and nutritious.

C. Purchasing Fruits and Vegetables

The key for getting the most for your money in purchasing fruits and vegetables is to buy the items that are currently in season. This gives you the highest quality at the lowest price. Check the information sheet given at the end of this section to see when the best times to buy your favorite fruits and vegetables are. Look for firm, well-shaped, unblemished, unwilted, brightly colored fruits and vegetables; if these are not to be found, then stick with canned or frozen varieties to assure maximum nutritional quality. Grades on canned fruits and vegetables usually indicate a difference in appearance. Consider your intended use of the product to determine what grade and form of the fruit or vegetable to buy. Use the unit pricing self labels provided in many supermarkets to determine the difference between price per ounce of name brands and store brands, large size cans or packages

and smaller sizes, and sliced, halved, chopped, or whole fruits and vegetables. Remember, the four servings of these foods needed daily can be obtained in a variety of inexpensive ways.

D. Purchasing Breads and Cereals

An important point to remember when shopping for breads and cereals is to buy products that say "enriched" on the label. This applies to flour, crackers, baking mixes, pastas, and other cereal and bakery products. This increases the vitamin content of these foods by several times. Ready-to-eat cereals have on their packages a list of the nutrients they contain and the percentage of the recommended daily allowance that this amount is. This can be valuable information in selecting cereal. Sweetened or sugar-frosted cereals cost much more than buying unsweetened cereal and adding your own sugar. Cereals in individual serving packages also cost much more per ounce than larger boxes. In buying bread, buy day-old bread at a savings when possible. The freshness lost in one day does not make that much difference.

Among the bread and cereal group are many of the so-called "convenience" foods such as prepared mixes and dinners, canned or brown and serve pastries and breads, etc. For elderly persons who are cooking only for one or two persons, convenience foods can sometimes save money, but for the most part it is less expensive to "make your own." One shopping tip to remember in determining the cost of convenience is to weigh cost per serving against other factors such as time, energy, and the skills or equipment required to prepare the food. This holds true for all convenience foods, not just those in the bread and cereal group.

We have discussed several basic rules to remember when buying foods from each of the Basic Four Food Groups. This information can help you stretch the food dollar and purchase the most nutritious foods. The next time you shop, look carefully at the contents of your shopping cart. Have you followed these rules? Have you purchased nutritious foods? Have you saved money?

WHEN TO BUY SELECTED FOOD ITEMS

JANUARY: Beef, broiler-fryers, pork; apples, canned corn, canned figs, canned ripe olives, peanuts, pecans, prunes.

FEBRUARY: Beef, broiler-fryers, pork; apples, canned corn, canned ripe olives, pecans, potatoes.

MARCH: Beef, broiler-fryers, eggs; apples, canned corn, canned ripe olives, peanuts, pecans, potatoes, rice.

APRIL: Beef, eggs, canned corn, canned ripe olives, cottage cheese, dried beans, rice.

MAY: Beef, turkey, dairy products; canned ripe olives, salad dressings and oils.

JUNE: Beef, canned pink salmon, dairy products; early summer vegetables such as cabbage, cucumbers, corn-on-the-cob, radishes, snap beans, tomatoes.

JULY: Locally grown fruits and vegetables, dairy products, orange concentrate.

AUGUST: Beef, broiler-fryers, turkey; California plums, frozen concentrated orange juice, summer vegetables.

SEPTEMBER: Beef, broiler-fryers, late summer vegetables.

OCTOBER: Beef, broiler-fryers, turkey, cheese; apples, cranberries, grapes, pears, potatoes, rice.

NOVEMBER: Beef, turkey; sardines; apples, cranberries, grapes, peanuts, potatoes.

DECEMBER: Beef, broiler-fryers, turkey; apples, cherries, cranberries, peanuts, pecans.

VIII. SHOPPING TIPS TO SAVE MONEY

Now that you know what foods you should purchase (and you have your list made, of course) and how to get the best buys in these foods, you are ready to go to the grocery store. There are many specific shopping tips that can help to further stretch the food dollar. These range from comparing stores to comparing labels. An extensive list can be made.

A. Where You Shop Makes a Difference

The choice of places to shop is often very limited to older persons. Due to transportation and/or health problems that limit mobility, shopping is often restricted to a small neighborhood grocery store. Prices are generally higher in these stores, as the merchant must profit. When possible, shop at a large supermarket. If trips to a larger store can only be arranged infrequently, buy staple (but not perishable) items in as large a quantity as your storage and budget permits. This will allow for some savings. If there are several stores within your shopping range compare prices between each of these. You may also want to consider such factors as cleanliness and convenience of the store. It is a good idea to avoid stores which offer contests, free gifts, trading stamps, etc. These work only to further raise the costs of foods.

B. When to Shop

There are guidelines about when to shop that can save you time and money. These include:

(1) Shop early in the day.
(2) Shop near the weekend for increased specials.
(3) Shop alone (no grandchildren).
(4) Never shop when hungry.
(5) Limit your number of shopping trips to approximately once a week.
(6) Shop for certain foods when they are in season (see preceding section).

C. Read the Label

In our previous discussion about purchasing certain foods, we mentioned several times the importance of reading the labels on foods. Labels are a service provided to help you make the right shopping decisions. They contain the following types of information:

- the common food name
- the weight or quantity of the food
- the number of servings in the container
- the ingredients. The ingredient present in the largest amount is listed first.
- nutritional information; calories, grams per serving of fat, protein, carbohydrates, and percentage of U.S. Recommended Dietary Allowance per serving of protein,

calcium, iron, and several vitamins
- a date by which the product should be purchased or used
- storage ideas
- preparation tips
- name and address of the manufacturer

Use this information to your advantage. Read the nutritional information and compare it to other brands and products. As we have mentioned before, look for a unit pricing shelf label which will allow you to compare price per ounce of various brands and package sizes. Follow the instructions for storage and preparation given. These assure maximum benefit from the product. Lastly, if you have a complaint or question about a product, do not hesitate to write to the manufacturer. Food manufacturers have special consumer service departments designed to handle your problems.

D. A Bargain or Not?

In giving general shopping tips, a few words must be said about bargains:

(1) A bargain is a bargain only if you need and use the product.
(2) Do not buy more than you can use before spoilage even if the product was a bargain.
(3) Always check newspaper ads and coupons to see what products you use are being offered as specials. The pennies you save make dollars.
(4) Remember to buy only in amounts that you have proper storage for.
(5) Check prices at other stores if possible to make sure an advertised special is really a bargain.
(6) If a store is sold out of an advertised special, ask for a raincheck to take advantage of the sale price when the supply is replenished.

E. Other Helpful Hints

An important factor in successful food shopping is to shop systematically. Efficient food buying, sticking to the planned list, saves time and money. When you reach the checkout counter, unload the items with the prices showing. Group multiple-priced items together. Group frozen items and other perishables together for special bagging and handling. Watch the cashier as each item is rung up. Be price conscious And lastly, have your money, check, or food stamps ready to pay as a courtesy to those waiting behind you. Being an honest, responsible, and courteous shopper will allow the merchant to provide better service and lower prices in the long run.

A conclusive list that says in a concise form much of what we have explained throughout this module was developed by Changing Times

Magazine several years ago. It is called, "The Shopper's Creed," and makes an excellent conclusion for a lesson on stretching the food dollar. It goes like this:

F. SHOPPER'S CREED

I will learn more about foods so that I can fill my family's nutritional needs at a reasonable cost.

I will study the economical cooking tricks.

I will take time to get acquainted with normal prices and with more than one store so that I recognize a bargain when I see one.

I will study food ads for bona fide buys and seasonal bargains before I go shopping.

I will have a complete shopping list, but I will keep it flexible to allow for "finds."

I will not buy--not often anyway--on impulse.

I will look for weight and contents--even if this forces me to bifocals before my time.

I will learn how many mouths I can feed from a given amount of the different foods in their different forms and try not to count on my fingers to figure cost per serving.

I will try to avoid wasted leftovers, and I will buy in quantity only when I have safe, adequate storage space.

I will keep a skeptical eye on tricky sales gimmicks and avoid merchandisers who mislead me.

I will buy for value--not for premium offers or contest entry blanks.

I will not be taken in by gadgetry or fancy packaging or flamboyant advertising.

I will weigh the value of convenience to me versus its cost to me.

I will, once in a while, throw caution to the wind--but only when I, and not some adman, can say, "Tonight, to heck with the budget!"

P.S. No use keeping your high resolves to yourself. Better get the male half of the shopping team to take the pledge, too.

Courtesy of CHANGING TIMES, June, 1960.

IX. PRESENTATION PLANS

A. SINGLE SESSION PRESENTATION METHOD WITH "USER GUIDE"

TO THE LEADER:

This is a structured discussion approach for a 30-minute session covering the "Stretching Your Food Dollar" module, to be used with the "User Guide." The first column, "Section," indicates the part of the module to be covered. The "Preparation" column recommends procedures to help you prepare for the presentation. The "Activity" column suggests how you might lead a discussion on each topic. The "Time" column suggests how many minutes should be spent on that particular section in order to cover all of the material in 30 minutes. Be especially careful not to exceed the time limit suggestions in the "Time" column (unless you take equivalent time away from another part). Otherwise, you may not accomplish all of the goals for the session.

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
Introduction	Read again the materials which describe this module, i.e., its purpose, objectives as well as the suggestions for leading a group discussion of older persons. (pp. 1-6)	Introduce yourself. If the group is small, ask everyone to introduce themselves.	5
Overview	Review "Background Information on Food Buying" (p. 10).	Discuss background (general) information on food buying (p. 10).	3
"User Guide"	Read and develop an understanding of how to use the "User Guide." (pp. 1-3).	Distribute the "User Guide" and review the main concepts with the participants.	5
Slides	Preview the slides. Be sure that you know how to operate the equipment and that the equipment is in good working condition.	Show the slide presentation. You may use the taped recording or read from the script.	10

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
After Slide Presentation (Discussion)	1. Identify leading questions you want to use to begin the summary of the session. 2. Review suggestions for leading the discussion.	Discuss the main points presented in the slide presentation: --Basic Four Food Groups --Planned Shopping --Selecting Foods --Labels --Other Shopping Tips Suggested questions: 1. "WHAT PROBLEMS DO YOU HAVE IN PLANNING AND PURCHASING FOOD?" 2. "WHY SHOULD NUTRITION BE CONSIDERED WHEN PURCHASING FOOD?" 3. "WHAT ARE THE KEY FACTORS TO CONSIDER WHEN PLANNING FOR FOOD PURCHASES?" 4. "WHY SHOULD YOU MAKE A GROCERY LIST?" 5. "WHAT INFORMATION DOES LABELS ON FOOD GIVE THAT WOULD BE HELPFUL IN DETERMINING THE BEST BUY IN FOODS?" 6. "ARE LOWER QUALITY FOODS ALWAYS THE BEST BUY?"	6
Conclusion/ Adjournment		Remind the audience to take home the "User Guide" to keep for future reference. If a second session is planned, ask them to read it over and bring it back with them. "THANK YOU"	1

B. SECOND SESSION PRESENTATION METHOD WITH "USER GUIDE"

TO THE LEADER:

This is a structured discussion approach for a 30-minute session covering the "Stretching Your Food Dollar" module, to be used with the "User Guide." The first column, "Section," indicates the part of the module to be covered. The "Preparation" column recommends procedures to help you prepare for the presentation. The "Activity" column suggests how you might lead a discussion on each topic. The "Time" column suggests how many minutes should be spent on that particular section in order to cover all of the material in 30 minutes. Be especially careful not to exceed the time limit suggestions in the "Time" column (unless you take equivalent time away from another part). Otherwise, you may not accomplish all of the goals for the session.

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
Introduction	Read again the content material on food purchasing. Note the points that were not covered in the first session.	Re-introduce yourself. If the group is small, ask them to introduce themselves.	2
Audience Re-Orientation	Review the "User Guide." Examine the activity "Tic-Tac-Toe The Good Food Way." Understand how this can be used as a nutritional review.	Re-orient the group to what was done in the first session and ask them to look at their "User Guide" for helpful information. Then review the learning objectives (p. 9) with the group. Ask them to participate in a game to check-up on their own nutritional practices. Distribute and explain the 'Tic-Tac-Toe The Good Food Way" game provided in the Appendix.	10
Discussion	Prepare the set of transparencies from the masters provided in the appendix (if facilities for overhead projection are available.) Review the information	Show the series of transparencies on the Four Food Groups. Highlight the nutrients in each group and the number of servings needed. Then, for each group, ask the audience, "WHAT ARE SOME	15

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
	on purchasing food from each of the Basic Four Food Groups.	IMPORTANT POINTS TO REMEMBER WHEN YOU BUY FOODS FROM THIS GROUP?"	
Conclusion/ Adjournment		Summarize the contents of the session by asking, "OVERALL, WHAT DO YOU CONSIDER TO BE THE THREE MOST IMPORTANT THINGS TO REMEMBER TO HELP YOU STRETCH YOUR FOOD DOLLAR?"	3
		Remind the audience to take their User Guide home and keep it for future reference.	
		If time remains, distribute one or more of the puzzles and games provided at the end of this module for the participants to begin and/ or take home as a reinforcer to the food purchasing information.	
		"THANK YOU"	

C. SINGLE SESSION PRESENTATION METHOD WITHOUT "USER GUIDE"

TO THE LEADER:

The following presentation plan is a suggested approach for a 30-minute presentation covering the "Stretching Your Food Dollar" module. The first column, "Section," indicates the part of the module to be covered. The "Preparation" column recommends procedures to help you prepare for the presentation. The "Activity" column suggests how you might lead a discussion on each topic. The "Time" column suggests how many minutes should be spent on that particular section in order to cover all of the material in 30 minutes. Be especially careful not to exceed the time limit suggestions in the "Time" column (unless you take equivalent time away from another part). Otherwise, you may not accomplish all of the goals for the session.

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
Introduction	Read again the materials which describe this module, i.e., its purpose, objectives, and both background and specific information on stretching the food dollar, as well as the suggestions for leading a group discussion of older persons. (pp. 1-6).	Introduce yourself. If the group is small, ask them to introduce themselves.	3
Overview	Review "Background Information on Food Buying," (p. 10). Identify questions you may want to ask to introduce the topic of food purchasing.	Discuss background information on food buying. Ask the participants to think about food and food buying for a moment. Ask one or more of the following questions: 1. "WHAT PROBLEMS DO YOU HAVE IN PLANNING AND PURCHASING FOOD?" 2. "WHAT ARE SOME OF YOUR EARLIEST RECOLLECTIONS ABOUT FOOD?"	7

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
		3. "HOW HAS FOOD AND FOOD PURCHASING CHANGED DURING YOUR LIFETIME?"	
Discussion	Be sure you are familiar with the information on planned shopping, the Basic Four Food Groups and purchasing foods from these groups, food labels, and other shopping tips. Identify questions you want to ask to stimulate discussion and check understanding about these topics.	Discuss the considerations that must be made in purchasing food such as the budget, nutrition, and planning ahead. List the Four Food Groups and the number of servings required daily from each. Ask the audience how they could plan nutritious and economical meals using this information. To discuss useful shopping tips, ask one or more of the following questions: 1. "WHY SHOULD YOU MAKE A GROCERY LIST?" 2. "ARE LOWER QUALITY FOODS ALWAYS THE BEST BUY?" 3. "WHAT INFORMATION DOES LABELS ON FOOD GIVE THAT WOULD BE HELPFUL IN DETERMINING THE BEST BUY IN FOODS?"	5
Conclusion/ Adjournment		Summarize the important points of the session by asking one or both of the following questions: 1. "WHAT ARE SOME OF THE KEY FACTORS TO CONSIDER IN PURCHASING FOODS?" 2. "WHAT WERE THE 2 OR 3 MOST IMPORTANT THINGS THAT YOU GAINED FROM TODAY'S SESSION?" "THANK YOU"	5

D. SECOND SESSION PRESENTATION METHOD WITHOUT "USER GUIDE"

TO THE LEADER:

The following presentation plan is a suggested approach for two 30-minute presentations covering the "Stretching Your Food Dollar" module. The first column, "Section," indicates the part of the module to be covered. The "Preparation" column recommends procedures to help you prepare for the presentation of the material. The "Activity" column tells you what you should do with or for the group. The "Time" column suggests how many minutes should be spent on that particular section in order to cover all of the material not covered in the first session in 30 minutes. Be especially careful not to exceed the time limit suggestions in the "Time" column unless you take equal time away from another part. Otherwise, you will not accomplish all of the goals for the session.

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
Introduction	Review the content material paying special attention to topics or subtopics that were not covered adequately in the first session.	Re-introduce yourself. If the group is small, ask them to introduce themselves.	3
Audience Re-Orientation	Keep in mind the suggestions for leading a group discussion for older persons (p. 5).	Re-orient the group to what was done in the first session and review learning objectives by asking one of more of the following questions: 1. "WHAT ARE THE KEY FACTORS TO CONSIDER WHEN PLANNING FOR FOOD PURCHASES?" 2. "DID YOU FOLLOW THE BASIC FOUR FOOD GROUPS IN EATING SINCE OUR LAST SESSION?" 3. "WHAT KINDS OF THINGS HAVE YOU DONE TO STRETCH YOUR FOOD DOLLAR SINCE WE LAST SAW EACH OTHER?"	7

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
Discussion	Devise a role play situation. Example: Couple shopping for a food from each food group. You might provide actual products to choose from. Be sure to give the couple a role such as "Nutrition Conscious Consumer" or "Dollar Conscious Consumer" or "Unaware Consumer."	Ask for volunteers to role play a food purchasing situation. Remind the audience to watch and listen closely for both good and bad shopping practices.	10
		Discuss the results, being sure to list several of the shopping tips given in the module contents.	7
Conclusion/ Adjournment		Wrap up the session by asking: "WHAT CHANGES DO YOU PLAN TO MAKE IN YOUR FOOD PURCHASING HABITS THAT WILL HELP STRETCH YOUR FOOD DOLLAR?" "THANK YOU"	3

SOURCES OF FURTHER REFERENCE

For additional reading and information on Stretching Your Food Dollar, see any one or more of the following references. Many of these are probably available in your local school, college, or public library.

BOOKS:

CROCKER, Betty. More For Your Money. New York: Western Publishing Company, Inc., 1976, pp. 166-201.

CROSS, Jennifer. The Supermarket Trap. Bloomington, Indiana: University Press, 1976.

GARMAN, E. Thomas and Sidney W. Eckert. The Consumer's World. New York: McGraw Hill Book Company, 1974, pp. 151-183.

LEIZA, Catherine and Michael Jacobson. Food for People, Not for Profit. New York: Ballantine Books, 1975.

MARGOLIUS, Sidney. The Great American Food Hoax. New York: Dell Publishing Company, Inc., 1971.

SCHOENFELD, David and Arthur A. Natelle. The Consumer and His Dollars. Dobbs Ferry, New York: Oceana Publications, Inc., 1970, pp. 105-115.

ARTICLES:

CRAWFORD, F. "Better Eating on a Budget," Parents Magazine 51 (March, 1976), pp. 44-45.

"Great Balancing Act: Food You Need and Why," Redbook 148 (January, 1977), p. 58.

MEYER, J. "Where Can We Get Reliable Facts About Good Nutrition," Family Health 9 (January, 1977), pp. 32-33.

"More for Your Money: Shopping for Better Nutrition," Redbook 146 (March, 1976), pp. 114-115.

TRESCHER, E. R. "Your Family's Nutrition," House and Garden 148 (April, June and November, 1976).

"What Those Food-Labeling Requirements Mean," Good Housekeeping 177 (September, 1973), pp. 178-179.

"What Can You Learn by Reading the Label?" Consumer's Research Magazine 56 (July, 1973), pp. 25-27.

WILLIAMS-HELLER, A. "Living in an Age of Inflation: Eating," Retirement Living 14 (January, 1974), pp. 31-33.

ORGANIZATIONS:

Below are listed private, federal, state and local organizations that supply materials and information on food nutrition and food purchasing.

Federal

Office of Information, Consumer Services, U.S. Department of Agriculture, Washington, DC 20250.

Food and Drug Administration, 5600 Fisher's Lane, Rockville, MD 20852.

Office of Consumer Affairs, Department of Health, Education and Welfare, Washington, DC 20201.

State

Office of Consumer Affairs, Virginia Department of Agriculture and Commerce, 825 E. Broad Street, P. O. Box 1163, Richmond, VA 23219.

Local

County Extension Agent

Extension Division, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061.

College of Home Economics, Department of Human Nutrition and Foods, Wallace Hall, VPI&SU, Blacksburg, VA 24061.

Department of Public Welfare, Social Services Office, 21 E. Main Street, Christiansburg, VA 24073.

Meals on Wheels Program, Radford Community Hospital, 8th and Randolph Streets, Radford, VA 24140. Phone 639-3911.

New River Community Action Nutrition Program, 70 College Street, Christiansburg, VA 24073. Phone 382-6186.

TIC-TAC-TOE THE GOOD FOOD WAY

An easy and fun way to do a food recall. Beginning with milk, ask players if they have included each of the foods in their diet that day. If they have, they can mark X in the square. If they have not, they mark an O. The players with the greatest number of X's win.

MILK	MEAT	MEAT SUBSTITUTE
CITRUS FRUIT	GREEN OR YELLOW VEGETABLES	BREAD OR CEREAL
OTHER VEGETABLE	OTHER FRUIT	OTHER MILK PRODUCT

FOOD WORD SCRAMBLE

PAPEL _____

DOSA OPP _____

TAPOOT SCHIP _____

CIE MRCEA _____

YANCD _____

KILM _____

HENERF SEIRF _____

GEANRO _____

EACK _____

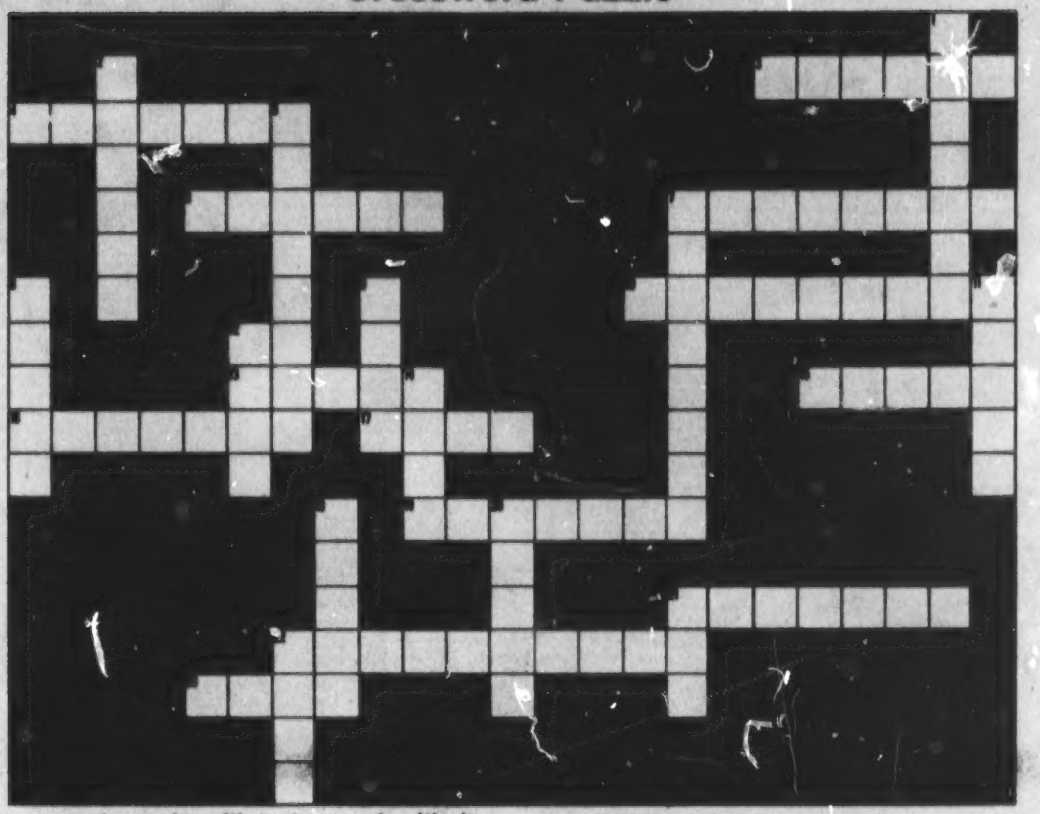
PPO NCRO _____

AAANNB _____

SSIINRA _____

SNEAPUT _____

Crossword Puzzle



This crossword puzzle will test your familiarity with the words in the glossaries.

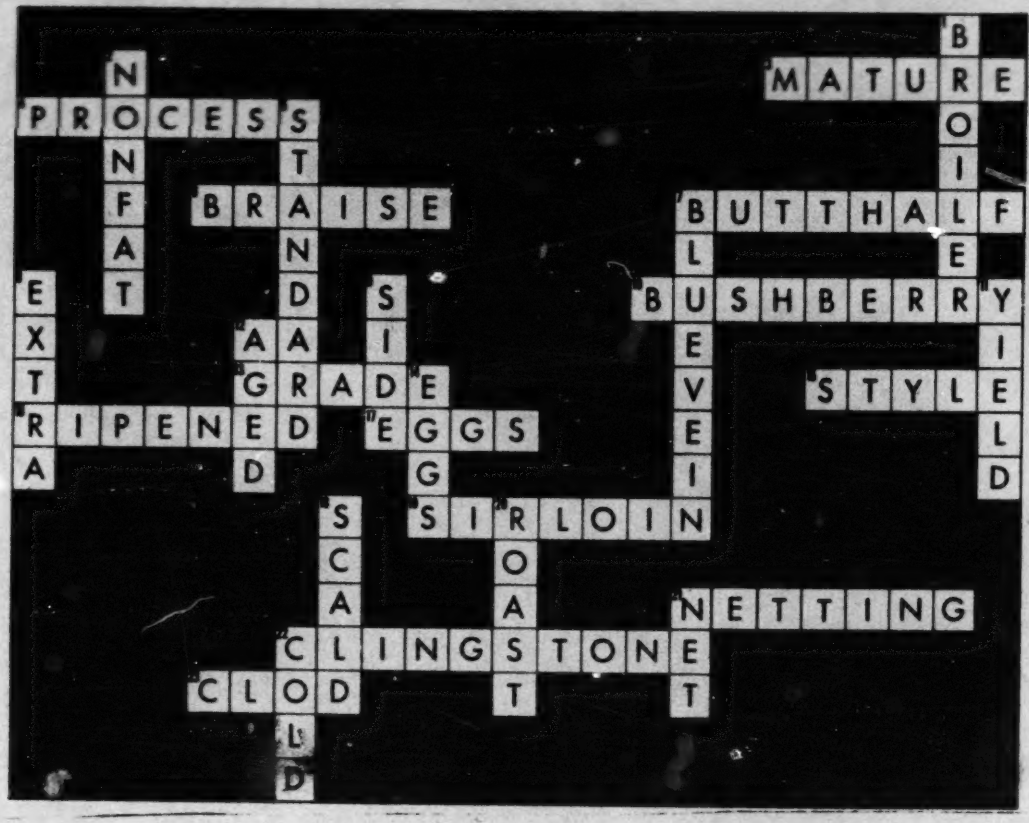
ACROSS

3. A ____ fruit is one that is ready to be picked.
4. ____ cheese is a blend of fresh and aged natural cheeses, shredded, mixed, and pasteurized.
6. To pot roast.
7. Ham has a shank half and a ____ ____. (two words)
10. A black berry or boysenberry is an example of a ____ ____. (two words)
12. USDA Grade __ describes eggs of the very best quality.
13. USDA Prime is a quality ____ for beef and lamb.
15. Canned and frozen fruits and vegetables must have on their label the common name of the product, the net weight, and the ____, such as "French cut" green beans.
16. Cheddar cheese is a firm ____ cheese.
17. Jumbo, Extra Large, Medium, Small, Peewee. These are sizes for ____.
19. A large steak, good family fare.
21. Vein-like lines on the rind of some melons.
22. With this type of peach, the flesh clings tightly to the pit.
23. Shoulder ____ is a meaty cut of beef roast, from the outside of the chuck.

DOWN

1. A young, tender-meated chicken may be labeled fryer, roaster, or ____.
2. Instant ____ dry milk.
5. This grade of beef has a high proportion of lean and very little fat.
7. ____ mold ripened cheese is cured by use of a characteristic mold culture that grows throughout the interior of the cheese.
8. U.S. ____ Grade nonfat dry milk must mix instantly, have a sweet and pleasing flavor, and have uniform natural color.
9. A ____ of beef is half a carcass, including both fore and hind quarters.
11. ____ grades measure the percentage of lean meat a carcass contains.
12. How sharp Cheddar cheese is depends on how long it has been ____.
14. Same as 17 across.
18. Brownish discoloration which sometimes develops on the skins of apples or other fruits on cold storage.
20. To cook meat without added water, uncovered, in the oven.
21. Canned fruits and vegetables must have the ____ weight on their labels.
22. ____ pack cheese is a blend of natural cheeses, but it is not heated, as is pasteurized process cheese.

Answers



FOOD WORD SCRAMBLE

Apple

Soda Pop

Potato Chips

Ice Cream

Candy

Milk

French Fries

Orange

Cake

Pop Corn

Banana

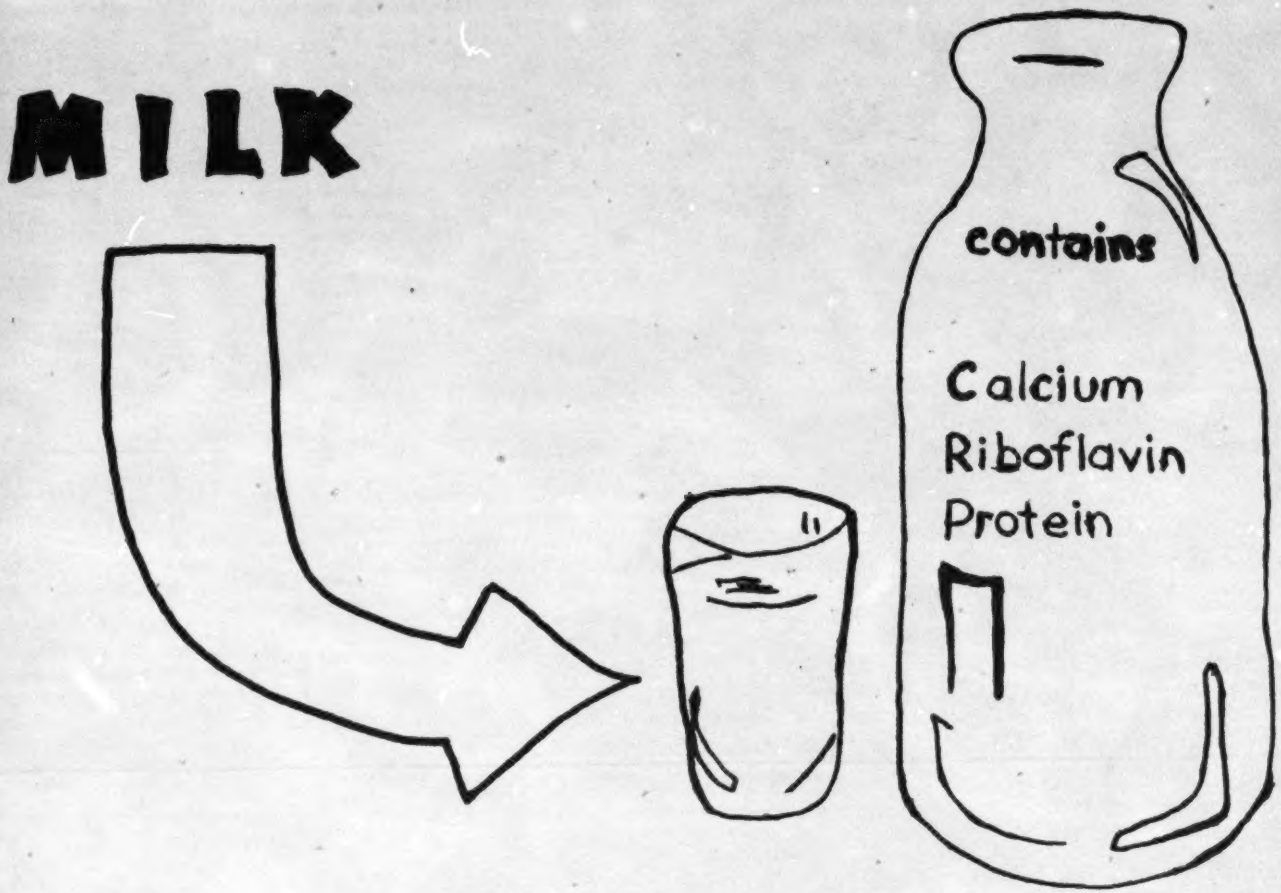
Raisins

Peanuts

MILK

makes a difference

in YOU


MILK
contains
Calcium
Riboflavin
Protein

HAVE **YOU** HAD
2 SERVINGS
FROM THE
MEAT GROUP
TODAY?

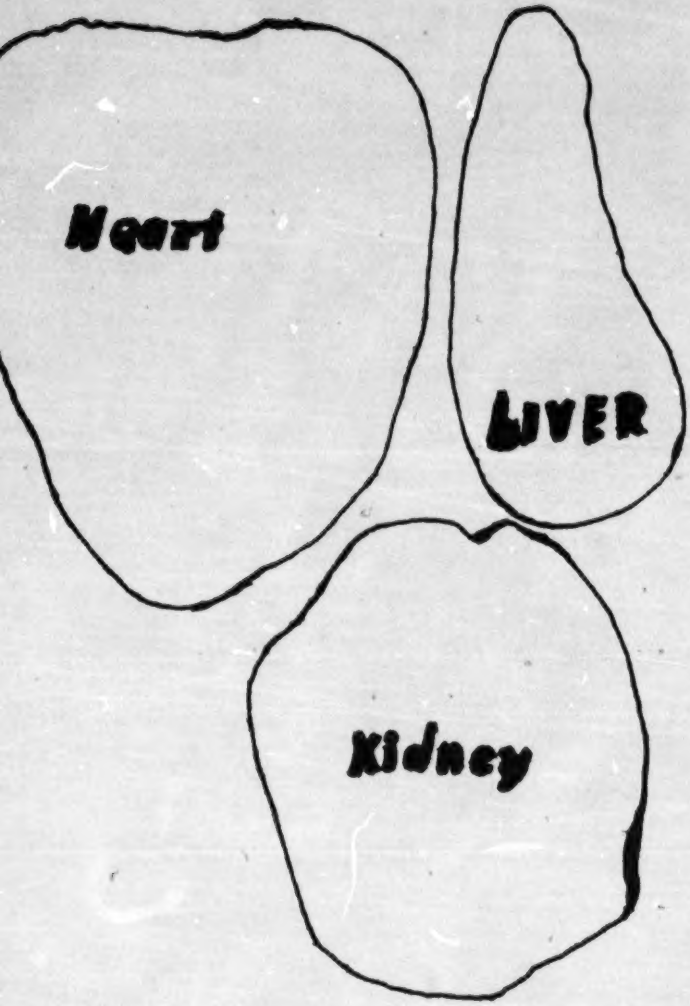
PROTEIN

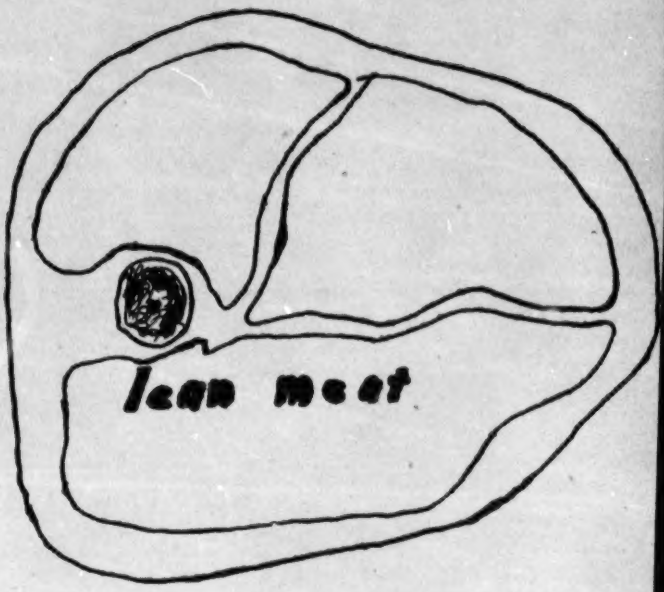
builds

maintains

repairs

BODY TISSUES





contain
IRON

Have You Had
4 Servings of
FRUITS and
VEGETABLES
TODAY?

you need 4 servings of breads or cereals each day

A SERVING IS

1 MUFFIN

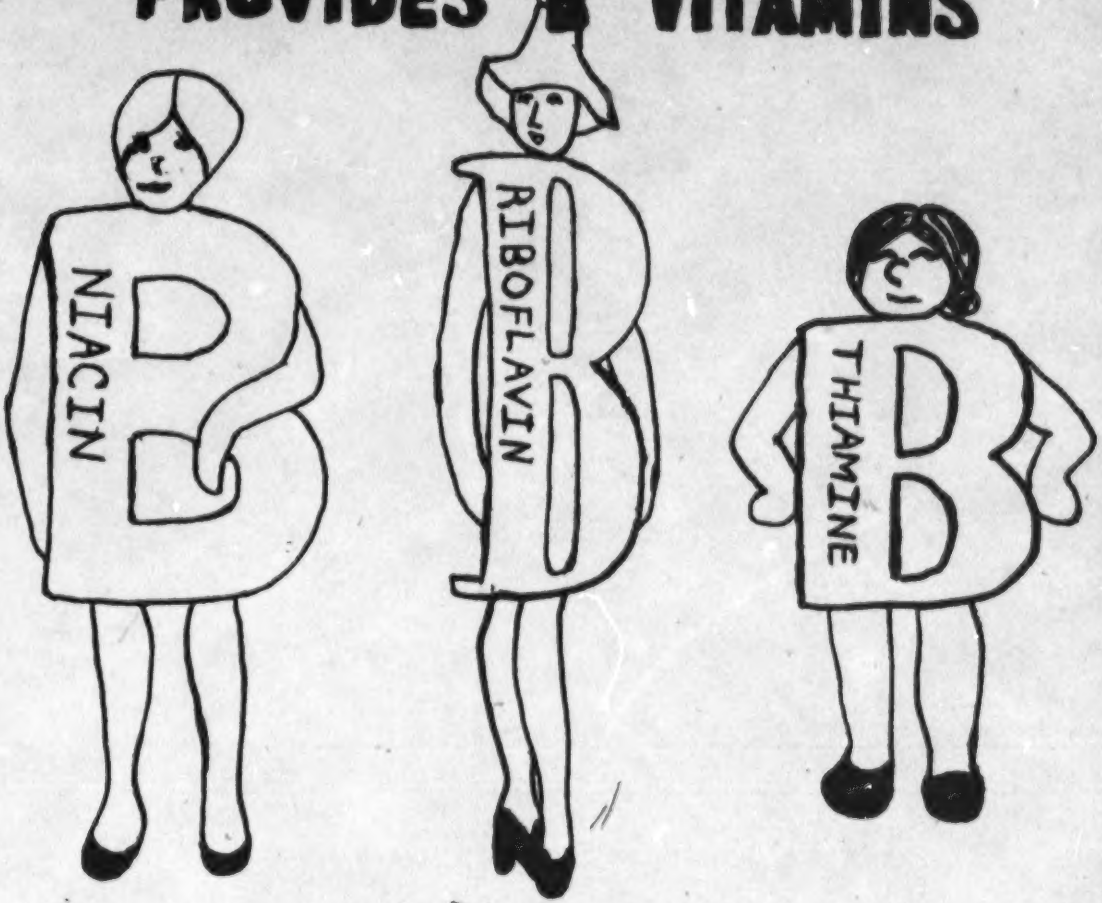
1 SLICE OF BREAD

1 PIECE OF CORNBREAD

1 BISCUIT

½ CUP COOKED CEREAL

PROVIDES 'B' VITAMINS



XI. REACTIONS TO YOUR USE OF THIS MODULE

1. I used this module with the following groups of adults: (Please describe)

2. The group's reactions to the modular approach were:

3. My reactions to using this approach are:

4. My suggestions for revisions are:

Please return to:

E. Thomas Garman, Co-Director
Consumer Education for Older Persons
226 Wallace Hall
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

STRETCHING YOUR FOOD DOLLAR

USER GUIDE

THE BASIC FOUR FOOD GROUPS: The Key to Balanced Diet

1. THE MILK GROUP - contains milk and products--ice cream and cheese. Adults need the equivalent of 2 cups of milk daily. It is an excellent source of calcium needed for the preservation and repair of bones, teeth, muscle contraction and blood clottins.
2. THE MEAT GROUP - contains beef, pork, poultry, fish, eggs, and nuts. Two servings of meat are needed daily. Meats are the best source of protein needed for preservation and repair of body tissue and formation of antibodies to fight infection. Meats--liver in particular--contain the mineral iron needed for building red blood cells.
3. THE FRUIT AND VEGETABLE GROUP - Four servings of fruits and vegetables are needed daily for a balanced diet. Many important vitamins such as vitamin A for healthy eyes and skin, and vitamin C for healthy gums, skin, and for healing of wounds and resistance to infection are found here.
4. THE BREAD AND CEREAL GROUP - Four servings must also be eaten daily from this group. Here you will get the B vitamins (B_1 for digestion and a healthy nervous system, B_2 for healthy eyes, skin, mouth and use of oxygen, and Niacin for healthy digestive tract and nervous system.) Carbohydrates for fast energy and roughage to prevent constipation are plentiful in breads and cereals along with an amount of fat for slow, reserve energy and healthy skin.

GENERAL TIPS FOR SHOPPING:

1. Plan ahead with a shopping list.
2. Unit pricing helps the consumer compare costs of packages of different size or weight.
3. Foods which are graded must have been inspected for wholesomeness. Select the grade which best can serve your needs.
4. Shop early in the day if you can.
5. Take advantage of food stamps and other food programs if you are eligible to receive them.
6. Products are dated--do not select any past current date.
7. Select enriched or fortified foods when possible.
8. Take advantage of sales only if you need the item and can benefit from stocking up on it.
9. Buy for value--not for premium offers, gadgetry, fancy packaging, or contest entry blanks, etc.
10. Weigh the value of convenience to you versus its cost.
11. Do not buy on impulse (at least not often!)
12. Plan for emergencies.

For more information contact your local home economist at schools, extension offices, or businesses. You may also contact local health officials or Senior Citizens groups.